

Functional Behavioural Assessment: A/B/C Chart

NAME: <u>Rahith</u>			TARGET BEHAVIOUR: <u>Aggressive</u>		
DATE	TIME/LOCATION	ANTECEDENT What came just before the problem behaviour	BEHAVIOUR Give a full description of the problem	CONSEQUENCE Describe the exact response to the problem behaviour.	POSSIBLE FUNCTION
Thurs. May 11/17	10-10:45 10-11:20 Am Various	Morning announcements,	<p>Punched Student 2 times in the back then jumped on another student's back hit and choked her.</p> <p>- Kicked bins, coats chairs, tables on way to resource room.</p> <p>- Kicked SNA and CYW in legs.</p> <p>- At 30 he opened his eyes and tried flipping a table over</p>	<p>CYW redirected R. out the class for safety of students.</p> <p>→ Restrained in resource room as he was kicking and pushing furniture.</p> <p>- CYW prompted to practice - Deep breathing and counting to 30. to calm down. Didn't calm him as he kept kicking and scratching.</p> <p>- CYW prompted to sit in chair and close his eye deep breath and count to 100.</p>	Sensory

Toronto District School Board

Possible Function:

Escape

Attention

Sensory

Object/Activity

g.2

Functional Behavioural Assessment: A/B/C Chart

NAME: <u>Bahoth</u>			TARGET BEHAVIOUR: <u>Aggressive.</u>		
DATE	TIME/ LOCATION	ANTECEDENT What came just before the problem behaviour	BEHAVIOUR Give a full description of the problem	CONSEQUENCE Describe the exact response to the problem behaviour.	POSSIBLE FUNCTION
Thurs May 11/17	10:15-11:20 10:11:20 AM Various	In resource room trying to calm down.	<p>said there will be a surprise when the recess bell rang. when it rang he kicked c/w scratched and tried flipping a table.</p> <p>Once in class c/w told him to calm down and we'll go to French after he does deep breathing with lights off and eyes are closed. After a couple minutes he got up tried going through "breakout room" to leave class.</p>	<p>Restrainted until calm. Redirected to sit to practice more coping strategies. Mom came. Spoke to him and suggest he goes back to class once he's cleaned desk class. R agreed.</p>	Attention

Toronto District School Board

Possible Function:

Escape

Attention

Sensory

Object/Activity

Pg 3

Functional Behavioural Assessment: A/B/C Chart

NAME: Rah. fh			TARGET BEHAVIOUR: Aggressive		
DATE	TIME/ LOCATION	ANTECEDENT What came just before the problem behaviour	BEHAVIOUR Give a full description of the problem	CONSEQUENCE Describe the exact response to the problem behaviour.	POSSIBLE FUNCTION
Thurs May 11/17	10-1120 Various	Trying to use coping strategies in class before returning to the rest of class	<p>Didn't get out as it was locked. He ran to another door attached to another class, pushed the pulling cabinet and ran through other class. the teacher</p> <p>- sat for a min then ran through the door to other class again.</p>	<p>cyw teachers, Principal redirected him back to class.</p> <p>Redirected to hall to get ready to go home.</p>	Attention

Toronto District School Board

Possible Function:

Escape

Attention

Sensory

Object/Activity

Functional Behavioural Assessment: A/B/C Chart

NAME:

Rah. th

TARGET BEHAVIOUR:

Aggressive

DATE

TIME/
LOCATION

ANTECEDENT
What came just before the problem
behaviour

BEHAVIOUR
Give a full description of the
problem

CONSEQUENCE
Describe the exact response to the
problem behaviour.

POSSIBLE
FUNCTION

Thurs
May 11/17

12:30
Hall/class

Entered School from
lunch.

- Kicking Shoes
at Students.

Prompted to stop but
refused. Redirected
into class.

Attention.

Thurs
May 11/17

12:40
Class

Quiet reading.

- Placed books in desk.
Pushed table. Tried
running away from
CJW. Fell to the floor
Kicked a couple desks
and chairs.

Class evacuated for
safety.

Attention.

- Got up Kicked CJW
and Principal.

- Restrained. CJW/Principal
Prompted to do deep breathing
to 100.

- at 10 CJW and let his
hands go and R turned
around and bit CJW

- Restrained

Toronto District School Board

Possible Function:

Escape

Attention

in chest leaving a
mark.

Sensory

until calm.
Object/Activity

Gave him a seat to sit
until parents arrived

Went home for afternoon.

Functional Behavioural Assessment: A/B/C Chart

NAME: Rahil			TARGET BEHAVIOUR: Aggressive		
DATE	TIME/ LOCATION	ANTECEDENT What came just before the problem behaviour	BEHAVIOUR Give a full description of the problem	CONSEQUENCE Describe the exact response to the problem behaviour.	POSSIBLE FUNCTION
May 12/ 16	(10:00) Rm 108	"Oh Canada" - announcements	- R. said it was too loud - dumped and tipped desks and chairs.	- CYW blocked and moved away from student. held his hands and reminded him that the behaviour was unsafe → brief class evacuation.	Sensory
11	(2:25 pm)	accidental fire alarm	- punched student in the arm - struck staff staff and CYW in school hallway	→ verbal redirection from hallway to classroom → CYW blocked and moved away from student	Sensory

Toronto District School Board

Possible Function:

Escape

Attention

Sensory

Object/Activity

Functional Behavioural Assessment: A/B/C Chart

NAME: <u>Zahith</u>			TARGET BEHAVIOUR: <u>Aggressive</u>		
DATE	TIME/LOCATION	ANTECEDENT What came just before the problem behaviour	BEHAVIOUR Give a full description of the problem	CONSEQUENCE Describe the exact response to the problem behaviour.	POSSIBLE FUNCTION
Nov 15 th	10:25 AM	- Sensory music - "Justin Bieber"	- Attempted to hit a student - Hit staff - pulled staff's hair - pulled vice principals necklace	- Required verbal directives - staff support in team control - 20 minute break	Sensory (at system)
Nov 15 th	11:00 AM	- Returned to class from previous break (AM incident)	- Threw basket of pencil covers across the room (French class)	- Verbally redirected to clean up mess	No known precipitating factors?
Nov 15 th	11:05 AM	- Working on language (prep for EQAO) - Transition from class to lunch.	- Flipped over tables (2) - Kicked over chair - Scattered stuff - Kicked both teachers/bins	- Verbally redirected - Nam notified	Transition

Toronto District School Board

Possible Function:

Escape

Attention

Sensory

Object/Activity

Possible trigger
- "Justin Bieber"
- Sensory
- New staff support
- Monday start to week

Functional Behavioural Assessment: A/B/C Chart

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DATE	TIME/ LOCATION	ANTECEDENT What came just before the problem behaviour	BEHAVIOUR Give a full description of the problem	CONSEQUENCE Describe the exact response to the problem behaviour.	POSSIBLE FUNCTION
ATD Tues May 16/12	Class Breakout room 10:00	R asked to leave presentation to do Oh Canada in "breakout 'room'	Punched, kicked, Stomped on Cw's Foot, Scratch bide Cw.	Redirection to calm down and sing "Oh Canada"	Attention
11	Recess 10:45	Prior to recess Cw and teacher asked R if he would like to sit in a quiet room until song at recess is over and then go outside. Refused and wanted to go outside and do the exercises.	Scratched and pinched Cw. When music began he began kicking, scratching, punching, biting. Attempt to grab and kick other students. Kicked snail in the leg.	- Cw prompted him to use relaxation strategies. He refused. - Cw prompted to relax and cope. Refused. Restrained until Calm.	Attention. Sensory.

Toronto District School Board

Possible Function:

Escape

Attention

Sensory

Object/Activity

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TARGET BEHAVIOUR:

DATE	TIME/ LOCATION	ANTECEDENT What came just before the problem behaviour	BEHAVIOUR Give a full description of the problem	CONSEQUENCE Describe the exact response to the problem behaviour.	POSSIBLE FUNCTION
Tues May 16/17	Hall/class 10:30	Came inside from recess.	Threw shoes, kicked bags and jackets, and recycling bins.	Prompted to stop and calm down. Refused. Kick to	Attention
			Kicked scratched c/w. Threw shoes at students	Restrained until calm. C/w suggested to draw until he's calm and ready to join class in gym.	
			Went to gym. Ran around throwing equipment.	Redirected to be safe. and to as kids were using badminton rackets.	
			Threw more equipment. Bell accidentally rang out He began punching biting scratching kicking.	c/w restrained until calm. Redirected to class as gym ended.	Sensory

Toronto District School Board

Possible Function:

Escape

Attention

Sensory

Object/Activity

Kicked bags^{TP} Bins
on the way to class.

Redirected to draw to
Calm down.

Attention

Functional Behavioural Assessment: A/B/C Chart

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Tues May 14/17	Hall 12:30	Coming in from lunch.	Threw a shoe towards students but missed.	Redirected to class	Attention
11	Class 12:31	walked in Class	Grabbed water bottle towards students but missed.	Redirected to task	Attention
11	Class/hall 1:00 pm	ASKED to use washroom.	Instead of going to washroom, threw box of supplies from a delivery on floor.	Redirected back to class.	Attention.

Toronto District School Board

Possible Function:

Escape

Attention

Sensory

Object/Activity

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Functional Behavioural Assessment: A/B/C Chart

Functional Behavioural Assessment: A/B/C Chart					
NAME: <u>Bahoth</u>			TARGET BEHAVIOUR: <u>Aggressive</u>		
DATE	TIME/ LOCATION	ANTECEDENT What came just before the problem behaviour	BEHAVIOUR Give a full description of the problem	CONSEQUENCE Describe the exact response to the problem behaviour.	POSSIBLE FUNCTION
Tues May 16/17	Outside 2:05	Walking to play with Students.	- Attempt to hit CYW. - Ran after a Student grab her by neck and then pulled hair.	CYW blocked. Redirected away from that Student	Attention
Tues May 16/17	Outside 2:07	Song played for Canada 150 Stretch.	Attempt to grab Student.	Restrained until Calm.	Sensory.
Tues May 16/17	Outside 2:10	Playing 4 square with Students	- Scratch CYW and other Students	Both ran. Redirected inside.	Attention

Toronto District School Board

Possible Function: Escape Attention Sensory Object/Activity

Date	Antecedent	Target Behaviour	Consequence	Function
May 12	Oh Canada and announcements (10:00)	- R said it was too loud - dumped and tipped desks and chairs	→ CYW contained and more away from student; held his hands → Redirected back him to desk back to his desk → brief class evacuation	- sensory trigger

Date	Antecedent	Target Behaviour	Consequence	Function
May 10	Fire Alarm	→ punched his peer in the arm and → struck staff in the school hallway	→ Verbally redirected → Staff were able to block and move, held hands	→ Sensory Possible trigger